

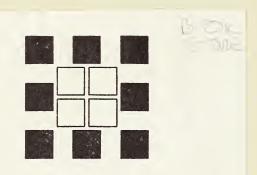
BEING A PRACTICAL GUIDE ON THE LINES OF THE RECENT MEMORANDUM ON DRAWING ISSUED BY THE SCOTCH EDUCATION DEPARTMENT.

BY F.C. NAIRH.

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A SCHEME

OF

Elementary Object Prawing

FOR

DAY SCHOOLS.

Being a Practical Guide on the lines of the recent Memorandum on Drawing issued by the Scotch Education Department.

BY

F. C. NAIRN.

GLASGOW ·

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FOR

ELEMENTARY SCHOOLS.

INFANTS' DEPARTMENT.

Free Drawing.—Simple exercises in line drawing—studies of direction and length—with chalk on blackboard, and on paper with pencil.

Object Drawing.—Simple flags, envelopes, labels, letters, &c.

NATURE DRAWING.—Simple nature forms, as leaves of simple form and smooth edge—fruit, eggs, &c.—approximating to circle, oval, ellipse, &c.

COLOUR.—Drawing with coloured crayons, colour simple objects drawn, or fill up backgrounds of colour round drawings. Teach colours (from examples) red, blue, yellow, green, and purple.

JUNIOR DIVISION.

FREE DRAWING WITH CHALK ON BLACKBOARD, AND ON PAPER WITH PENCIL AND BRUSH.

- (a) ACTUAL OBJECTS.—Drawing of simple objects of various character—straight edged and curvilinear (not in perspective) as flags, shields, kites, fans, slates, &c.—and objects such as knives, saws, bats, bags, spades, pens, &c.
- (b) NATURE FORMS.—Simple leaf forms of smooth edge, such as willow, privet, rhododendron, ivy, honey-suckle, clover, fuchsia bud, floret of wallflower, primrose, pansy, &c. Easy fruit and shell forms.

Note.—This subject should be made largely an exercise in proportion and character of form and curve, but the attention of the child should be drawn as early as possible to the idea of order and harmony which characterises the structure of all nature forms.

OBJECT OF THIS COURSE.—(a) Is to afford the child opportunity of observing and distinguishing the proportions and shapes of things in full view (unforeshortened), and leading it to acquire the habit of careful persistent seeing and judging of such facts as height, breadth, slope, curve, &c. (b) Practical training in handling of pencil, brush, and colour.

Note.—The attention of the child must always be directed to the surface and mass of examples as well as to their outlines; this can be done (and the interest of pupil strengthened) by tinting in with a wash of appropriate colour such forms as flags, shields, fans, &c., and by washing backgrounds round drawing of objects and so bringing their mass more within the sense of the pupil.

- COLOUR STUDY.—Teach pupils standard colours—red, yellow, blue, green, purple, orange, from examples of ribbons, books, &c. To cover squares or simple figures with flat wash of such colours would form a suitable first exercise in brush work.
- TONE.—Teach tone or value by painting three or more tones of each standard colour, as red (middle), one lighter and one darker; blue mid, lighter blue, darker blue.

SENIOR DIVISION.

ACTUAL OBJECTS.—Drawing various objects and vessels of circular section seen in perspective, foreshortening of surfaces to be carefully studied, together with proportion, shape, and character of surface. The attention of the student should be directed not merely to the outline or boundary of the object to be drawn, but to its whole surface, and the contour of its surface should be indicated by means of light and shade. Drawings may be executed in chalk, pencil, or colour.

Note.—Students who have passed through the Junior Division of a school ought to have some perception of actual proportion and shape. In the Senior Division attention must be directed to the more difficult problem of the apparent relative proportion of "foreshortened" and fully exposed lines and surfaces. Objects as large as possible should be used for examples. Teachers should demonstrate the "foreshortening" of large hoops at different heights, both above and below the eye.

NATURE STUDY.—Drawing and painting single leaves, such as oak, nettle, ivy, sycamore, bramble, &c.; simple sprays, as laured, honesty, &c.; flowers, as tulips, pansy, narcissus, fuchsia, snowdrop; seed vessels of elm, ash, and maple; ears of oats, wheat, and barley; and shells—scallop, snail, mussel, &c.

Note.—The observation and rendering of the order and harmony of line and character, so dominantly present in all nature forms, must be the aim of teacher and pupil equally with the study of proportion and shape.

- COLOUR STUDIES.—Composition of tints from mixing of primary colours—red, blue, and yellow; secondaries—green, orange, and purple; tertiaries or grays of various character and tone. For exercise the pupil should fill small squares with flat wash of different grays, and name them in accordance with the primary colours which predominate in their composition.
- TONE STUDY.—In shading or painting from nature or other objects, care should be taken to cultivate the power of seeing and judging different tone values of light and dark.

INFANT DEPARTMENT.

FORMAL DRAWING FROM FASHIONED OBJECTS.

Studies of comparative length and direction.

For models use sticks, pointers, or other suitable objects, in various positions. Arrange sticks in form of letters (large size).

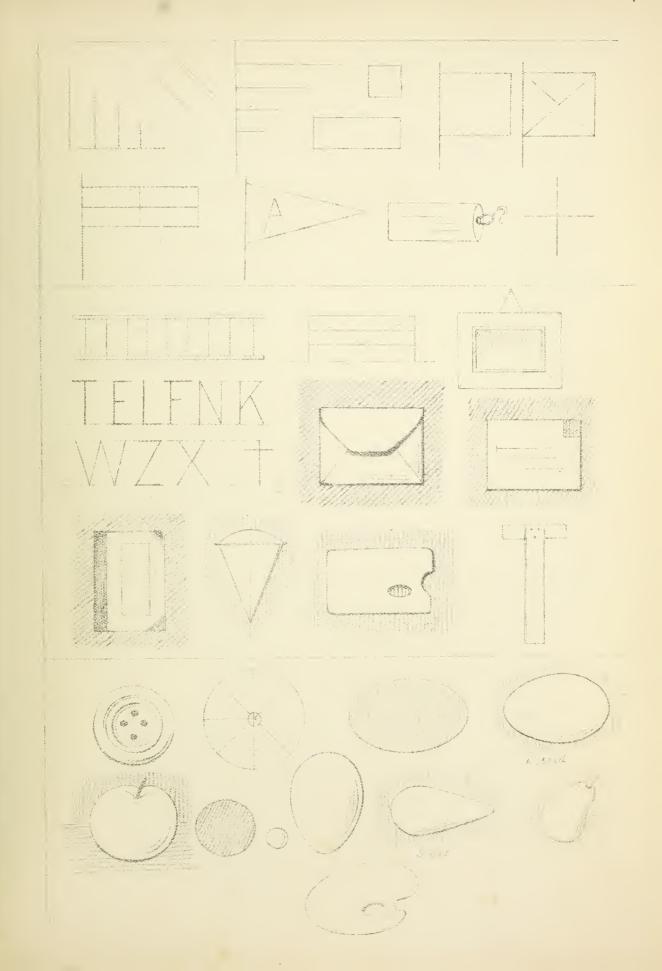
Construct simple flags (in colours), large size, as exercises in proportion and shape of mass.

It is to be noted that the attention of the pupil must be directed to the mass or surface of the object as well as to its outline. To this end it is advisable to get pupils to tint or shade the surface or background of the object drawn, with pencil, coloured crayon, or wash of water-colour.

After the background has been filled in, pupils should be encouraged to examine their drawings afresh, with a view to discovering errors of proportion and shape. The finding of any such error may be considered as an important success on the child's part.

For study of circle, ellipse, oval, and related forms, draw carefully from hoop, wheel, egg, &c. Note difference in shape between land and sea birds' eggs. Attend to relative proportion of size.

Exercise child in drawing to large scale from memory typical forms from above studies, with colour and background, crayon or wash.



JUNIOR DIVISION.

FORMAL DRAWING FROM FASHIONED OBJECTS.

Lessons on square, circle, oblong, ellipse,

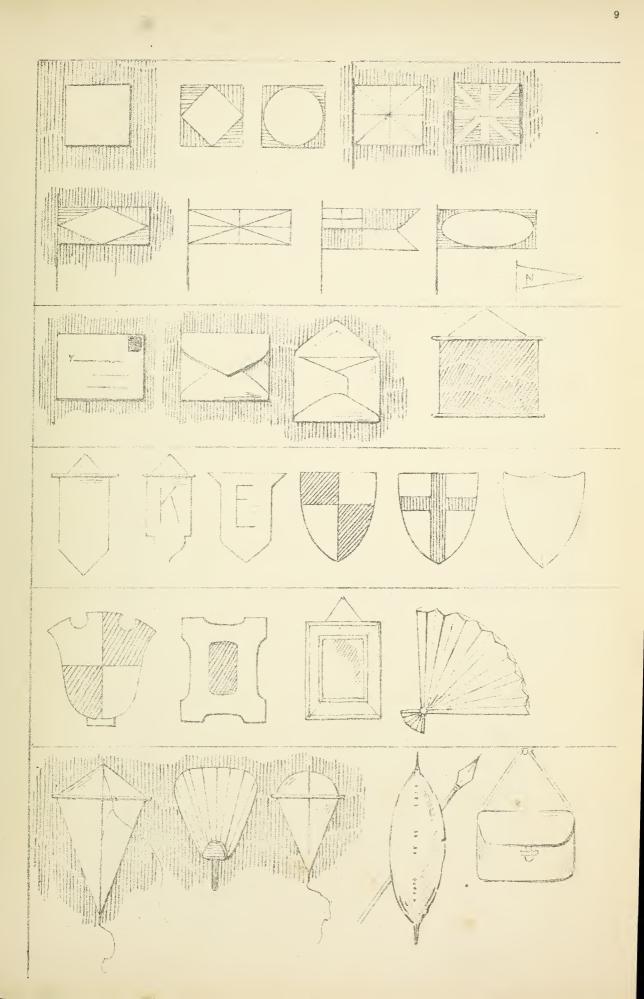
For Models.—Squares of cardboard could be used, large size, coloured; amplify with flags, shields, and similar objects.

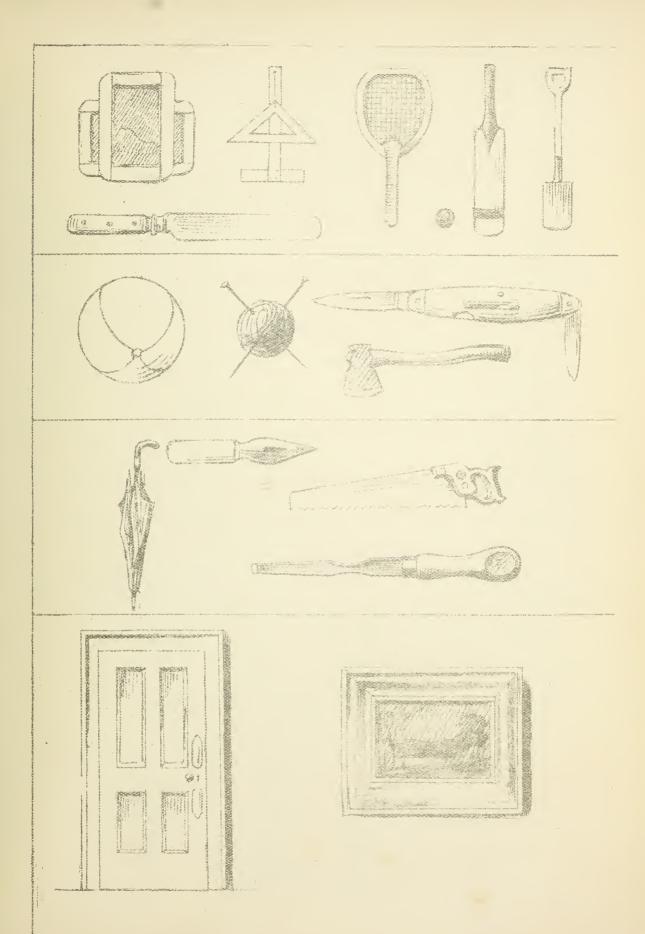
Teachers are strongly advised to pose two or three of the large objects at the same time, so that each pupil may have a full unforeshortened view of same.

Small Objects.—One for every two pupils, or one for each when possible.

Note.—Make models as interesting as possible by means of colour, and place against suitable background. Let the child aim at rendering form, mass, colour, and tone value against background as far as possible. It is to be remembered that it is the entire surface of the model the pupil has to study, not the outline merely.

Exercise.—Drawing from memory.





SENIOR DIVISION.

FORMAL DRAWING FROM FASHIONED OBJECTS.

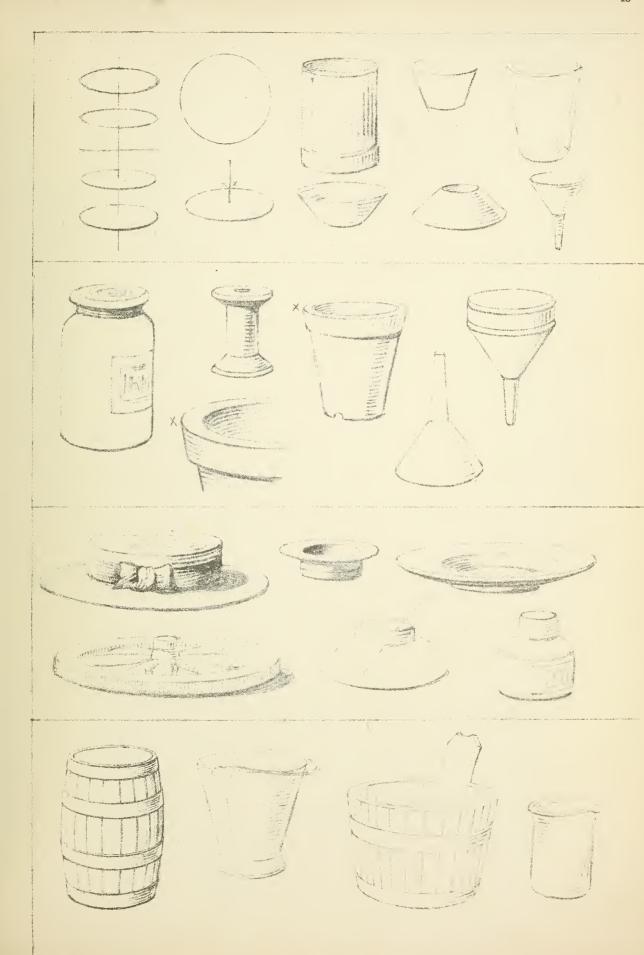
The study of objects when their appearance is modified by their position.

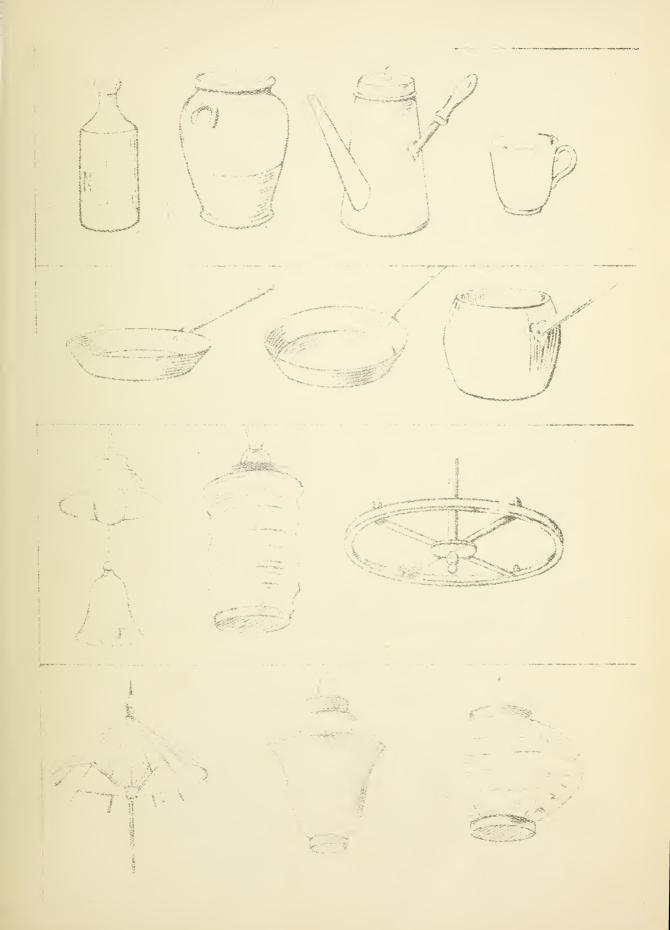
Hoops at various heights, above and below the eye, may be used for demonstration of foreshortening, as in Fig. I.

Objects used for models should be as large as possible; in the case of smaller objects a sufficient number should be used to meet the requirements of the class.

Note relation between top and bottom and intermediate curves in all objects of circular section. Apply knowledge of foreshortening demonstrated at Fig. I. to the study of all objects of circular section. See hoops of barrel, tub, &c.

Note foreshortening of surfaces above the eye.





SENIOR DIVISION.

FORMAL DRAWING FROM FASHIONED OBJECTS.

Study foreshortening of circles—centre, and to right and left. Note relation to barrel hoops, also relation to handles.

Note.—It should be understood that the illustrations of objects given here must be looked upon as notes merely of suitable models to be used, arranged in such order of related sequence as has been found profitable in studying such forms.

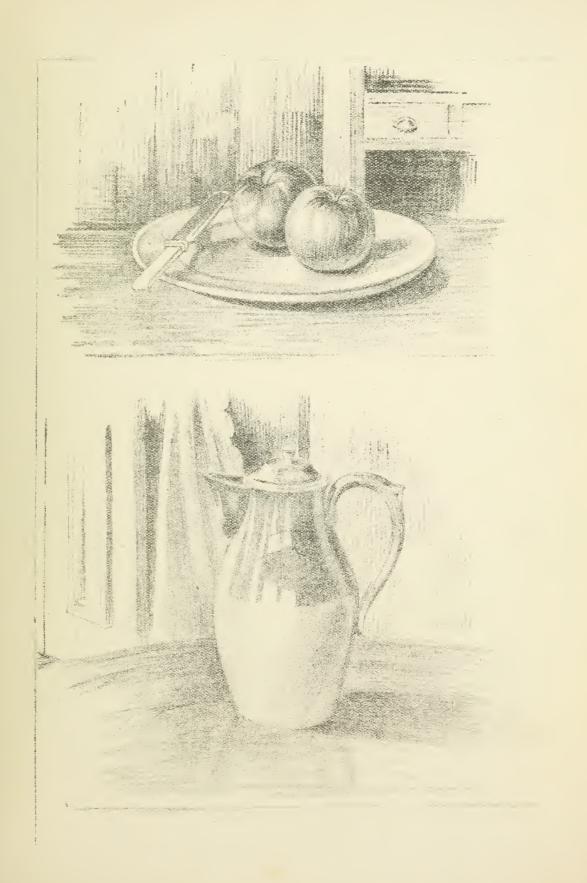
The treatment of students' drawings should, as far as possible, tend to the study and rendering of light and shade and shadow, as well as outline.

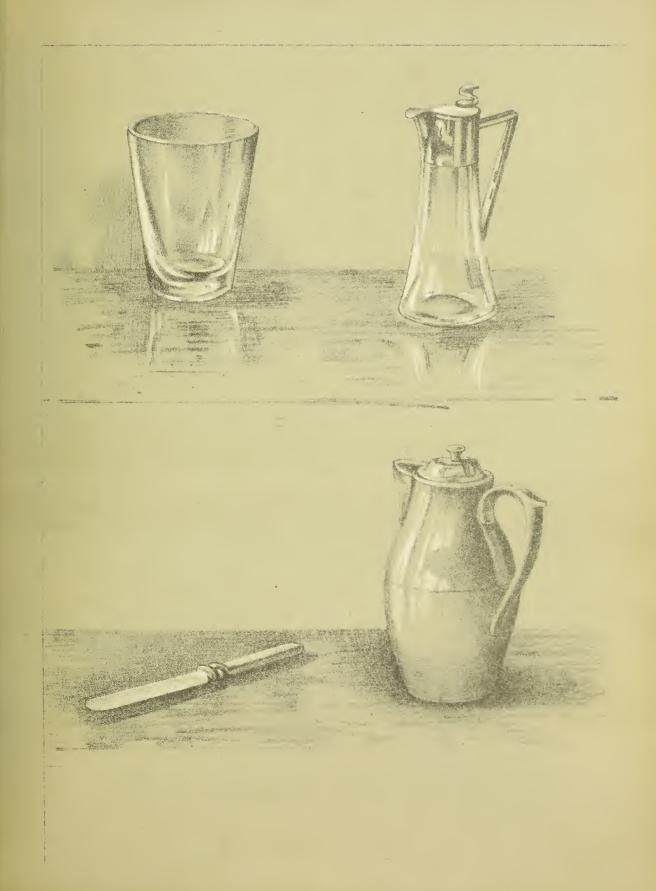
See examples of "treatment" in pencil shading, &c.

A good pencil—"B" or "BB"—will be found an excellent instrument for rendering "tones" and gradations.

When some experience has been gained and skill acquired, chalk and the brush may be used.

Eliza !





SENIOR DIVISION.

SUPPLEMENTARY COURSE AND INTERMEDIATE.

FORMAL DRAWING FROM FASHIONED OBJECTS.

- The study of rectilineal objects may be introduced with large plane forms, such as drawing boards. Special attention must be directed to the difference in "foreshortening" observable in such objects at different elevations. Figs. 1. and 11. Note Fig. 111. in this connection.
- Observe amount of interior of box, Fig. IV., compared with height of box. Compare with Fig. V., and note cause.
- Study tone values in shading or painting boxes or books, and similar objects.
- Study doors, windows, maps, &c., for observation of appearance presented by "parallels" above and below the eye. Note foreshortening of surfaces.

Note.—The knowledge gained from the careful study of simple objects should always be applied to the study of others more complex; by this means only can progress be made.

